

The Current State of Professional Competence Development of Future Primary School Teachers on the Basis of a Creative Approach

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Abstract: In the article, the theoretical rules for the improvement of the teacher's knowledge, skills and professional and personal qualities in the process of formation of general educational abilities of young students are explained.

Keywords: concept-technological model, Knowledge, Skills, Qualifications, self-development, professional-personal qualities, components.

Introduction

“Today, every teacher and educator, university teacher, who has deep knowledge and worldview, is able to apply the latest positive innovations in the field of education and science in the educational process, in a word, is one of the leaders of modernity and society should be the most advanced representatives”[1].

A systematic approach to the organization of education in educational institutions of the world, a creative module for the development of professional competence of future teachers based on a creative approach, as well as educational technologies are being introduced. Qualitative use of knowledge in the preparation of future teachers for professional activities, target models of their methodological training, the introduction of multimedia electronic resources into the educational process, professional training of future primary school teachers who are able to design professional activities based on a creative approach Systematic work is underway.

It is obvious that the success of this work is largely determined by the level of professionalism of the primary school teacher in the formation of general educational skills of schoolchildren, which makes it impossible to form their ability to independently form their knowledge in the future. At the same time, many teachers are concerned about how schoolchildren develop certain general learning skills, how they relate to each other, how individual subjects affect the development of different skills, how this process is coordinated, how it provides importance. 2]

Main part.

The conceptual and technological model of a teacher's professional development as a system of theoretical provisions and educational technologies aimed at improving the knowledge, skills and professional and personal qualities of a teacher in the process of forming the general learning abilities of young students is studied.

The model reflects the most important features and interrelations of this process: the goal (improving the knowledge and skills of the teacher, aimed at forming the general learning abilities of students); principles (general and private); components (target, motivational, semantic, personal-activity, procedural, managerial-evaluative-effective); main functions (developing, reflective, creative); stages (preparatory, integral, creative); relations (combining the processes of humanism, communication and personal-activity orientation); training courses and modules; criterion Positive dynamics of indicators of teacher's professional development (level dynamics) [3].

In other words, professional and pedagogical skills presuppose pedagogical self-determination. Qualification in the field of pedagogy, methods of methodological and psychological preparation for various pedagogical activities.

The core of the structure of this professional competence are the active components of motivating, knowledgeable and presentable teachers.

However, in the scientific world there are other views on the structure of pedagogical professionalism.

Thus, N.V. Kuzmina believes that she has professional authority. teachers include five elements or types of authority:

1. Special powers include deep knowledge, skills and experience in the field of the science being taught; problems to be able to solve technical, creative work.
2. Methodological competence includes a variety of teaching methods, didactic techniques, knowledge of methods and the ability to apply them in the educational process, knowledge of the psychological mechanisms for acquiring knowledge and skills in the educational process.
3. Social and psychological abilities include:

The ability to establish pedagogically meaningful relationships with students, knowledge of the psychology of interpersonal and pedagogical communication.

4. Differential psychological ability includes the ability to determine personal characteristics, attitudes and orientations that help the teacher to identify the root causes of activity.
5. Autopsychological ability means the ability to know the level of one's activity, one's abilities; the ability to see the causes of shortcomings in their work; desire for self-improvement.

A.K. Markova believes that the structure of a teacher's professional qualification can be expressed in four stages:

- 1) Professional psychological and pedagogical knowledge.
- 2) Professional pedagogical skills.
- 3) Professional psychological positions, professional views of the teacher.
- 4) Personal characteristics of the teacher, allowing him to acquire professional knowledge and skills.

According to D. B. Elkonin, "the effectiveness of education depends on the quantity and quality of knowledge acquired in the learning process; the effectiveness of development is determined by the level of growth in the abilities of students" [3].

Most researchers focus on personality traits and characteristics when defining creativity.

According to J. Gilfod, creativity and creative abilities are manifested as a combination of abilities and factors that affect creative thinking [4].

The following practical actions of the educator reflect his work as a specialist:

- improvement of the pedagogical process on the basis of a clear goal, aspiration;
- to increase the efficiency of the pedagogical process, its activity;
- the acquisition of constantly updated pedagogical knowledge;
- knowledge of advanced technologies, methods and tools;
- effective implementation of the latest scientific and technical innovations in their activities;
- improving professional skills and competencies;

- Search for measures to prevent and eliminate negative pedagogical conflicts.

Educators should be able to apply the project approach to their work consistently and effectively. It is desirable that they be able to formulate the following model based on the project approach. The model describes the steps to be taken and the tasks to be completed in each step. Effective solution of the tasks set for each stage allows you to move on to the next stage. After solving the tasks of a certain stage, the educator mentions this situation in a separate paragraph[5].

Since the formula uses the phrase "self-improvement tasks", it is important to first understand what self-improvement is.

Self-development is the ability of a person to independently and practically develop practical actions based on clear goals and well-thought-out tasks for improving professional experience, skills and abilities.

A number of studies have shown that an individual development program can be useful for the self-development of professionals, including educators.

Individual Development Program (IDP) - a program of an individual practical nature, developed based on the needs of each person or specialist in the formation and development of a certain quality, PPM, professional competence.

The program establishes the terms for the formation and development of the IPC and the qualities of professional competence necessary for the organization of professional activities.

Like any specialist, a teacher should be able to develop an "individual development program" of a personal and practical nature, on the basis of which to organize pedagogical activities.

The program of individual development of a teacher is a program of a personal and practical nature, developed by a teacher as a specialist individually based on the needs of the formation and development of professional and pedagogical qualities, knowledge, skills, abilities, qualities of professional competence.

The "Individual Development Program" developed by the teacher consists of the following components:

- pedagogical knowledge;
- psychological knowledge;
- special knowledge;
- didactic skills;

- skills of organization of educational work;
- Professional features of the psyche and personal qualities;
- goals of self-development;
- Tasks for self-improvement

Below is an example of an individual teacher development program [5].

Individual development program

Knowledge, skills and personal qualities	Available degree	Future tasks
Pedagogical knowledge		
Psychological knowledge		
Specialty knowledge		
Didactic skills: cognitive (gnostic) design creative research communication (procedural) technical and technological skills		
Skills to organize educational work: cognitive (gnostic) design skills creative- practical (constructive) research communicative organization procedural technical skills that ensure consistency		
Professional characteristics and personal qualities of the psyche: pedagogical thinking is systematic flexibility mobility creativity responsiveness emotional development pedagogical reflection		
Self-improvement goals		
Self-improvement assignments		

It is important that the educator is self-directed and able to organize this activity effectively. In the organization of creative activity, the educator should pay special attention to solving problems, analyzing problem situations, as well as creating creative products of a pedagogical nature [6].

Lexically, "ability", and the content is "the ability to effectively use theoretical knowledge in practice, to demonstrate a high level of professionalism, skill and talent."

The level of professional development of the teacher can also be determined using the following table.

Professional Development Indicators

	<i>Professional competence qualities</i>	<i>Indicators</i>									
		10	9	8	7	6	5	4	3	2	1
<i>1. Social competence</i>											
1.	social organizations and interact with subjects be able to communicate skills										
	professional communication and										

	behavior movement techniques mastery										
2. Personal competence											
	constantly professional growth and professionalism to improve skills										
	in their professional activities realize their inner potential extract										
3. Special competence											
	independently professional and pedagogical activity preparing to organize										
	correct solution of usual professional and pedagogical tasks and do your own work realistic evaluation of the results qualification										
	specialty new knowledge and skills independently consistently have the ability to go										
4. Technological competence											
	professional-pedagogical knowledge, skills and enriching skills advanced technology ability to assimilate ownership										
	modern didactic tools (hardware, teaching aids) qualification										
5. Extreme competence											
	Ability to make wise decisions and act in emergencies (natural disasters, technological failures)										
	in problematic situations (in case of pedagogical contradictions) have the skills to make wise decisions and act correctly										

Conclusion.

In order to gain professional competence, a teacher must focus on consistent self-improvement. The Individual Development Program helps the educator to develop himself. After all, in this program, the qualities of competence of the teacher and the quality that needs to be developed, can accurately and objectively express the BCM.

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